6 Understanding the Decision-Making Process

As an advocate, you must become extremely familiar with the decision-making process that you are attempting to influence. The more you know about the process, the more power you will have to influence it.

It is important to know the formal rules and procedures of the decision-making process. Using the formal process has several important benefits. The policy or program change is official, "on record" and more permanent. The decision-making process will also likely be more participatory and open to your ideas and proposals in the future, thanks to your efforts.

But, what if you cannot achieve your advocacy objective through the institution's formal decision-making process? It is important to know that change can be achieved at many different levels. If the formal process fails, you may be able to succeed through more informal "behind-the-scenes" practices or even by seeking an alternative process. These three decision-making processes are defined and explained in this module.

6

Objectives

In this module, we will:

A. identify and analyze the formal and informal steps in the **decision-making process**;

B. explore **mapping the policy process**;

C. examine **alternatives to the formal process**.

A. The Decision-Making Process

Definition

Formal Process

The formal decision-making process is the official procedure as stated by law or by documented organizational policy. For example, within an organization or institution regulations for instituting policy changes may have to be voted on by the board of directors, or officially approved by the president.

Definition

Informal Process

Activities and procedures in the decision-making process that occur concurrently with the formal process, but are not required by law or organizational policy. For example, an organization's president may informally discuss the proposed policy change with each board member before the board meets to vote on it.

Definition

Alternative Process

A process to influence decision-making that exists wholly outside the official process. For example, if the president of an organization feels that a decision by her board of directors is not warranted for a minor policy change, she can discuss the change with key staff, make a decision and implement the change without "official" action.

Stages of Decision-Making

Before we begin to analyze the specific decision process you are working with, it is beneficial to examine the five basic stages of decision-making. Although the exact methods, procedures and techniques vary widely among institutions, these five stages are present in some form in all decision-making processes.

Stage 1:

Generate ideas/proposals within the decision-making body. An issue is added to the action agenda of an institution. The institution develops a policy proposal. Proposal ideas may come from outside or inside the organization.

Stage 2:

Formally introduce the proposal into the decision-making process. The formal decision-process for the proposal begins. For example, an act is introduced into parliament, a proposal is sent to a board of directors for consideration, or an item is added to the agenda of a ministry meeting.

Stage 3:

Deliberate. The proposal is discussed, debated, and perhaps altered. For example, a group of decision makers has a discussion or the proposal is debated on the floor of parliament.

Stage 4:

Approve or reject. The proposal is formally approved or rejected. For example, a vote is taken or decision makers reach consensus or one or several decision makers reach a decision.

Stage 5:

Advance to the next level, implement, or return to a previous stage. If the proposal is approved, it may move to the next higher level of decision-making. For example, it may move from a council or committee to the full national assembly. If the proposal is accepted at the highest level of decision-making, it will move to implementation. If rejected, it may return to a previous stage for alteration or reconsideration.

Sharing experiences with the group

For your advocacy objective, which decision-making institution are you trying to influence?

Describe the first stage in the decision-making process at that institution.

Is the official decision-making process you are trying to influence more formal or informal? Why?

B. Policy Process Mapping

Although every decision-making process will contain elements of the stages outlined above, each process will vary in its rules and procedures. In the next box are key questions to ask in order to understand fully the process you are trying to influence. These are the elements in creating a Policy Process Map.

Policy Process Map

- What organization or policy-making body will make the decision you are trying to influence?
- What is the formal decision-making process for this institution? What are the steps in the formal process? When will each step take place?
- What are the informal workings or "behind the scenes" actions for the decision-making process?
- Who is/are the key decision makers at each stage? (See Module 4 for more information on identifying decision makers).
- Which steps are open to outside input? Which stages in the process can you influence? How can you influence these stages?

Case Study

The case study on the following pages is based on the child nutrition example from Module 3. Our advocacy objective will be to start a national salt fortification program in the next two years. The key institutions are the Ministry of Health, the Ministry of Finance and the Prime Minister's Office. This case study will illustrate the stages of the policy process within the **Ministry of Health**.

Policy Process Map: Stage One

Generate Proposal	
Institution/Organization: Ministry of Health	
Formal Process	Proposal for a national salt fortification program is generated by the Nutrition and Child Health Offices in the Ministry of Health. One or two people from these offices is assigned with the task to develop the proposal fully.
Informal Process	Informal discussions among the Child Health Office, Nutrition Office, Ministry of Food and Agriculture, salt producers, children's organizations and health organizations take place. Elements of the policy are proposed and discussed.
Decision Makers Involved	Directors of the Child Health and Nutrition Offices at the Ministry of Health.
Approximate Date of Action	January and February. Offices at the Ministry of Health are most open to new ideas at the start of the fiscal year.
How we can influence the process at this stage	✦ Meet with child health and nutrition officials to introduce our proposal and to gain their interest, support and enthusiasm. ✦ Be helpful to these offices with other issues they are working on, when appropriate. Become knowledgeable about the issues in which the key decision makers in these offices are interested. ✦ Meet with groups that might support the program, such as salt producers, children's health organizations and health organizations to enlist their support. ✦ Work closely with the person or people tasked with developing the proposal. Offer assistance, ask to see drafts of the program and give comments.

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Policy Process Map: Stage Two

Introduce Proposal	
Institution/Organization: Ministry of Health	
Formal Process	The proposal is finalized within the offices of Child Health and Nutrition and submitted to the Minister of Health for consideration.
Informal Process	The directors of the offices of Child Health and Nutrition informally indicate their level of support for the proposal. Their full support is important or the Minister of Health will probably not consider the proposal.
Decision Makers Involved	Director of the office of Child Health, director of the office of Nutrition, Minister of Health
Approximate Date of Action	February-March
How we can influence the process at this stage	✦ Urge the directors of Child Health and Nutrition Offices to pursue the support of the Minister of Health. ✦ Ask the salt producers, children's groups and health organizations to communicate their support for the program to the office directors and the Minister of Health.

Policy Process Map: Stage Three

Deliberate	
Institution/Organization: Ministry of Health	
Formal Process	The Minister of Health's office considers the proposal and offers changes.
Informal Process	The Minister of Health and her advisors informally talk to key groups and officials, both inside and outside the Ministry, to find out what people think of the proposal. Advisors make a recommendation to the Minister about whether to accept the proposal, accept the proposal with changes, or reject the proposal.
Decision Makers Involved	Minister of Health and her advisors
Approximate Date of Action	March-April
How we can influence the process at this stage	✦ Continue to communicate support for the program to the Minister of Health. ✦ Meet with the Minister's advisors about the proposal. Invite business leaders, donors, and others who can influence the Minister to the meeting(s). ✦ Hold an event on the benefits of salt fortification that the Minister will attend (perhaps as a speaker). ✦ Interest journalists in the proposal and try to get positive media coverage.

6

Policy Process Map: Stage Four

Approve or Reject Proposal	
Institution/Organization: Ministry of Health	
Formal Process	The salt fortification proposal is added to the agenda for the officers meeting with the Minister. The Minister will announce at this meeting whether she accepts or rejects this proposal.
Informal Process	Pressure is needed from the offices of child health and nutrition, as well as outside groups, to encourage the Minister to make a positive decision and add the subject to her agenda for the officer's meeting.
Decision Makers Involved	Directors of the Child Health and Nutrition Offices, Minister of Health
Approximate Date of Action	April-May
How we can influence the process at this stage	✦ Continue to express support for the program to the Minister's office. Be persistent. ✦ Continue to have people that the Minister knows and respects meet with her or write to her in support of the program.

Policy Process Map: Stage Five

Advance to the Next Level	
Institution/Organization: Ministry of Health	
Formal Process	If the proposal is approved, the Minister of Health submits the proposal to the Ministers of Food and Agriculture and Finance and the Prime Minister for consideration. If the proposal is rejected by the Minister of Health, the offices of Child Health and Nutrition should work to modify the proposal so that it is acceptable and will be approved.
Informal Process	If the proposal is approved, the Minister of Health also informally indicates her level of support for the program to the Prime Minister and Ministers of Food and Ariculture and Finance. (The Minister of Health may have multiple proposals before the Prime Minister for approval. She might have to choose among them.)
Decision Makers Involved	Minister of Health, Minister of Finance, Prime Minister
Approximate Date of Action	May-June
How we can influence the process at this stage	❖ Increase media outreach to get more coverage on child health and the proposed salt fortification program. ❖ Write letters to the Prime Minister and Minister of Finance expressing support for the program and explaining its benefits. ❖ Meet with the Prime Minister or his staff about the program. ❖ Meet with the Finance Minister or his staff about the program.

C. Alternatives to the Formal Process

What if the formal process simply will not respond to your thoughtful and persistent advocacy? Do not give up on the formal process, even if you are going to try some alternative methods. Policy and programmatic changes made within formal structures have the benefit of being more permanent and providing a precedent for future actions. On the other hand, in an alternative process *people are the policy,* since there is no official record of changes. As people leave or retire, your advocacy gains may not continue. Therefore, keep working on the formal structure even as you expand into the alternative arena.

The key question to ask if you want to try working outside the official process is: Does your advocacy objective require an ***official*** policy or programmatic change to be successful? If not, you might try the alternative process.

Case Study

Let's examine which of the advocacy objectives from Module 3 might be amenable to an alternative process.

Objective 1:

Start a national program to fortify salt with iodine in the next two years.

This objective is not amenable to using an alternative process because it requires an official, coordinated effort on the part of both government and salt producers

Objective 2:

Start a community-based nutrition education program to improve young child feeding practices in the next year.

This objective might be achievable through an alternative process. Community-based organizations could offer free and simple nutrition education to community members. Clinic workers might also be encouraged to include some nutrition education with their health interventions without any "official" policy or programmatic change.

Once you have ascertained whether your objective can be achieved through alternative means, the next questions to ask are:

1. Who can effectively implement the policy/ program change without an official decision or action?
2. How can you reach these people and help them to make the change?
3. Would these people later join your advocacy effort to change the official policy/program?

The Alternative Advocacy Process	
Who can effectively implement the policy/program change without official action?	Community organizations and clinic health workers, if they include nutrition education in their interactions with the community.
How can you reach these people and help them to make the change?	Invite them to attend a nutrition education seminar. Help them develop strategies for including simple nutrition education interventions.
Would these people join your advocacy effort to change the official policy/ program?	The clinic health workers, if they feel that nutrition education has had an impact on other community members in the past.

Exercises

In small groups or in pairs, complete the blank Policy Process Maps on the following pages by listing the formal and informal processes, decision makers involved at each stage, when each step will take place and how you can influence the process at each stage. Use one of your own advocacy objectives that you have selected.

(To save time, you can subdivide your group and have each sub-group do one stage.) When you are finished share one of your Policy Process Maps with the whole group.

Could you achieve your advocacy objective through an alternative process? If so, identify:

1. Who can effectively implement the policy/ program change without an official decision or action?
2. How can you reach these people and help them to make the change?
3. Would these people later join your advocacy effort to change the official policy/program?

Policy Process Map: Stage One

Generate Proposal	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

Policy Process Map: Stage Two

Introduce Proposal	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

Policy Process Map: Stage Three

Deliberate	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

Policy Process Map: Stage Four

Approve or Reject	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

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Policy Process Map: Stage Five

Advance to the Next Level	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

7 Building Alliances

Advocates constantly build networks among people and sometimes coalitions among organizations in order to bring about change. Often you can do together what no one can do alone.

Networks and coalitions take time and energy to develop and maintain because they involve building relationships of trust with other people. Many advocates find this aspect of their work to be both the most difficult as well as the most rewarding professionally and personally.

7

Objectives

In this module, we will:

A. explore how to **create** and maintain **networks**;

B. examine the advantages and disadvantages of **building coalitions**;

C. review methods for effective **coalition participation**.

A. Creating Networks

We all have networks of friends, relatives, colleagues and acquaintances that we call on for support from time to time. An advocacy network is similar, except that it is built consciously and deliberately to assist in reaching your advocacy objective. As an advocate, networking both within and outside your organization is essential to meeting your goal. Networks, because they are informal and fluid, are quite easy to create and maintain.

Definition

What is a network?

A network consists of individuals or organizations willing to assist one another or collaborate.

Sharing experiences with the group

How would you benefit from being part of a network ? How would it help your advocacy efforts?

There are no rules for building networks because your style will be as unique as your personality and tailored to the relationship you have with each person in your network. With this in mind, four general steps are explained on the following pages to help you start your advocacy network.

Building Your Advocacy Network

Step 1:

Who should be in your network?

You will want to get to know people and organizations that are working toward the same objective as you are. You will also want to include people who can influence decision makers in your network, and, if possible, the decision makers themselves. (See Module 4 for more information on identifying decision makers and "influentials.") Finally, keep your eyes, ears and mind open for anyone else who could help you.

Step 2:

How do you meet potential network members?

It is important to build an open and trusting relationship from the beginning. Here are just a few ways to start building trust with people:

- collaborate on projects of mutual interest;
- help bring attention to their work;
- assist them with special projects;
- share information with them;
- attend their meetings and invite them to yours.

Step 3:

How do you get them interested in your advocacy objective?

As you get to know them, discuss your idea/ objective with them. Be open to their suggestions and ideas; it is helpful when others feel that they have some ownership of the idea. When they support the objective, they will be much more interested in helping you.

Step 4:

How can they help you?

When you are ready, ask them to do something *specific* to help you reach your objective. Start small, e.g., "Could you mention to the director that you heard about this idea and think it has merit?" As your relationship is strengthened, you can ask them to do more, e.g., "Could you arrange for us to meet with the director and present the proposal together?" But remember that it is a two-way street and the more they do for you, the more you should do for them.

7

Sharing experiences with the group

List some of the people in your current network who could help you with advocacy:

1.

2.

3.

Who else should you network with?

Case Study

A Networking Success[1]

Dr. Deneen Onyango works for the National Institute for Education (NIE), an NGO dedicated to improving the primary education system of Monega. NIE conducts both research and programs on education and has close ties to the government of Monega. It also receives a large share of its budget from the government and international donors.

Five years ago, NIE began a large scale project to build primary schools and train teachers. It is funded jointly by the Government of Monega and the United World Education Programme. The goal of the program is to provide one primary school per 1000 children in the country and to increase primary school enrollment by 50 percent over ten years.

Dr. Onyango, as a mid-level researcher at NIE on girls' and women's education, found through recent investigations that 90 percent of the students attending newly built NIE schools were boys. When she traveled to several diverse regions of the country to conduct routine evaluations, she interviewed parents and teachers about the gender disparity in school attendance. The findings surprised her: many parents wanted to send their girls to the new schools, but they thought that the new schools were only for boys. Numerous parents stated that they had this impression because the new teachers were men and because the brochures and posters announcing the opening of the new schools showed boys in the classrooms.

With these new findings in hand, Dr. Onyango returned to NIE and reported to her supervisor, the director of research. She urged the director to meet with NIE's president immediately with a

[1]This case study is entirely fictional.

proposal to increase the number of women teachers and redesign the information about the new schools. She was disappointed when her supervisor rejected her request because he had more important issues to discuss with the president.

Slowed, but not defeated, Dr. Onyango began to discuss her findings informally with her colleagues in the research division, friends in the program department of NIE, and several people from women's organizations that she had met at a conference. They were all surprised by the parents' perceptions and agreed with Dr. Onyango that the solutions were both obvious and critical.

During the same period that she was discussing the issue with colleagues, Dr. Onyango was also spending many extra hours in the office assisting her supervisor with the issues he had pending before the NIE president. She made sure that he had the most recent statistics and charts, and useful talking points for his meetings. After several weeks of doing extra work for her supervisor, she brought up the girls' enrollment issue again. He agreed to mention it in his next meeting with the president. Several days later, he called Dr. Onyango into his office and informed her that the NIE president was extremely interested in the findings, especially as he had received letters from several women's organizations on the same subject. The NIE president wanted to be briefed fully on the situation at the next senior staff meeting.

The meeting went extremely well until the director of the New Schools Project expressed concern that the government would stop funding the project if it became a "girls' education" project. Because of his concern, the NIE president decided to delay any actions until he could meet with Ministry officials.

Dr. Onyango got busy. She discreetly talked with the women's organizations who then went to their friends at the Ministry of Education. One week later, a letter came from the Ministry asking NIE to review the enrollment rates of boys and girls in the new schools and to make recommendations to the Ministry based on the findings.

Dr. Onyango then met with the director of the New Schools Project and convinced him that the Ministry supported the idea of educating girls, and in the long term, more girls in school meant more new schools. And more new schools meant extending his tenure at NIE.

It did not take Dr. Onyango long to submit her report and recommendations to NIE's president.

He discussed the report with the research director and director of the New Schools Project, who gave their support. The NIE president approved the recommendations and they were sent to the Ministry. Six months after Dr. Onyango's initial findings, NIE began a pilot program to train more women teachers and has redesigned its outreach materials for the new schools.

Sharing experiences with the group

- Did Dr. Onyango's network assist her in reaching her goal? If so, how?
- How could her strategy have been improved?
- What kinds of networks do you have through your work? List other types of networks to which you have access.

B. Building Coalitions

Definition

What is a coalition?

A coalition is a group of organizations working together in a coordinated fashion toward a common goal.

The organized coalition is another option for your advocacy effort. Coalitions require far more work than networks, but the results can also be much greater. Coalition-building should augment, not replace your existing networks. Before you decide to join or start a coalition, consider the following advantages and disadvantages:

Advantages and Disadvantages of Working in Coalitions[2]

Advantages

- Enlarges your base of support; you can win together what you cannot win alone.
- Provides safety for advocacy efforts and protection for members who may not be able to take action alone.
- Magnifies existing resources by pooling them together and by delegating work to others in the coalition.
- Increases financial and programmatic resources for an advocacy campaign.
- Enhances the credibility and influence of an advocacy campaign, as well as that of individual coalition members.
- Helps develop new leadership.
- Assists in individual and organizational networking.
- Broadens the scope of your work.

Disadvantages

- Distracts you from other work; can take too much time away from regular organizational tasks.
- May require you to compromise your position on issues or tactics.
- May require you to give in to more powerful organizations. Power is not always distributed equally among coalition members; larger or richer organizations can have more say in decisions.
- You may not always get credit for your work. Sometimes the coalition as a whole gets recognition rather than individual members. Well-run coalitions should strive to highlight their members as often as possible.
- If the coalition process breaks down it can harm everyone's advocacy by damaging members' credibility.

[2]Adapted from the Midwest Academy, *Organizing for Social Change*.

Types of Coalitions

Like advocates, coalitions come in all shapes and sizes; each type serves a purpose. These categories are not mutually exclusive; for example, a coalition can be a permanent, formal, single-issue coalition, or an informal, geographic, multi-issue coalition. Coalitions range from being very fluid to highly structured. Different types of coalitions will attract different organizations.

Definition

Permanent:

Permanent coalitions are incorporated organizations with a staff and board of directors. Decision-making is structured and systematic. Members often pay yearly dues. Many coalitions start as temporary and informal groups and can take years to mature into a permanent coalition such as an association, trade union, or federation.

Temporary:

Temporary coalitions come together for a specific purpose or goal. When the goal is achieved, the coalition disbands. Sometimes the coalition can remain intact if it takes on another goal.

Definition

Formal:

Members formally join the coalition, pay dues, and are identified as coalition members on letterhead, coalition statements, etc.

Informal:

There is no official membership in these coalitions, therefore members constantly change. With membership turnover, the issues and tactics of the coalition may also shift.

Geographic:

The coalition is based on a geographic area such as a school district or a region of the continent.

Multi-Issue:

The coalition works on a number of issues or advocacy objectives during the course of its existence. However, for strategic and organizational purposes, the coalition may choose to work on only one objective/issue at a time.

Single Issue:

The coalition works on one issue or objective. Sometimes strange alliances can evolve between organizations which usually oppose one another, but can agree to work together on a single issue.

C. Participating in Coalitions

Joining Coalitions

The following hints will help you benefit from any coalition you join.

- Understand clearly who is running the coalition, who the members are and what the goals and positions are *before* you join.
- Be sure you understand clearly the financial, programmatic and staff support you and your organization will be expected to contribute.
- Make sure you and your organization have the time and resources to participate.
- Find out exactly how your organization will benefit by being involved. Learn what the coalition will offer you; e.g., will your organization have opportunities to present its work through the coalition? Will you gain access to decision makers or the media?
- Do not miss meetings. A coalition will not be responsive to your needs and requests unless you are committed to participating. In addition, you cannot have a voice in decisions unless you are at the meeting to speak up.

Sharing experiences with the group

Do you know any coalitions in your country or locality in which you could participate?

Which ones would you join? Why?

Forming Coalitions

You may decide to take on the responsibility and effort of organizing a coalition to help reach your advocacy objective. Consider two different ways to form coalitions:

- **Have an open meeting**

  This is one of the most common ways to organize a coalition quickly; it is usually used for informal coalition building. Only use this technique for coalition formation if your advocacy issue and objective are flexible. Usually diverse coalitions form first; the specific agenda is set later depending on who has joined and what interests are represented.

  You can issue an invitation to a broad array of organizations or publish an announcement of the meeting in specific newsletters. Tailor your invitation to reach as broad or narrow a group as required.

- **Assemble the coalition by invitation only**

  This method is used to create more solid, long-term coalitions. Creating a coalition by invitation means the issue and agenda are more likely to stay focused on your objective and you can select the groups that will bring prestige, power, resources and energy to your effort. The disadvantage of this technique is that the coalition will not be as broad or its members as numerous.

  You will want to meet with each group individually to introduce the coalition idea and discuss their possible participation. Once you have met with all the potential members, you can hold the first meeting to officially kick-off the new coalition.

Running an Effective Coalition

At the first meeting of a new coalition you should clearly state the purpose for forming the new coalition, the goals, what is expected of each member, and the benefits of membership. There should be plenty of time on the agenda for groups to introduce themselves and for initial discussion about the issues, objectives, strategies and tactics of the coalition. At this point groups will decide whether to join the coalition.

Once you have formed a coalition, the work begins. Below are some hints to strengthen your coalition and keep it running smoothly and effectively.

- Keep in personal contact with key coalition members and make sure that all members are informed regularly of developments on your issue, actions taken by the coalition, or other items of interest. Most organizations join coalitions to have access to information on a timely basis, so continual information flow is essential.
- Get to know all the coalition members well so as to be properly informed about their positions and opinions. These might be quite different from yours.
- Achieve consensus among coalition members on short- and long-term goals. Do not set goals and objectives that are too ambitious. Choose an objective which the coalition can achieve in a timely manner. An early success will help build confidence, credibility, and support for your group. Your coalition can use Module 3 to help select a good advocacy objective.

- Involve powerful coalition members in all decision-making. If a key organization or individual is left out of a decision, you may have to revisit the decision and, in extreme cases, you risk losing that group.
- Keep coalition meetings brief and on a regular schedule. Lengthy meetings will discourage people from attending; meeting too often can cause "meeting fatigue." Have a time limit and clear agenda for all meetings. In addition, facilitate discussion to make sure that all are heard. Always circulate a sign-in sheet.
- Develop subgroups strategically to take on specific tasks. Do not let the number of subgroups grow uncontrolled—your members will be spread across too many groups or will burn out.
- Do not avoid troublesome issues. Difficult issues *must* be discussed openly at meetings or they will split apart your coalition. If the issues are too contentious, you can talk individually to the parties that disagree and try to develop a solution. Or, you can involve an outside mediator or facilitator.

Case Study

A Coalition Catastrophe[2]

The Association for the Advancement of Education (AAE), a formal, multi-issue coalition consisting of the top ten children's, teachers' and education organizations in the country, began its campaign to increase education funding for secondary school development last January.

AAE had previously succeeded in increasing the number and quality of primary schools and felt it should now turn its attention to secondary education. In October, the group had debated the relative benefits of two advocacy objectives: increased funding for new secondary schools, or increased funding for teacher training, curriculum development and supplies/infrastructure for existing schools.

The consensus of the members present (several of the teachers' organizations could not attend the October coalition meeting) was to pursue increased funding for new secondary schools and to work on improving quality later. At the next coalition meeting in November, the teachers' associations objected to the decision and felt left out of the

[2]This case study is entirely fictional.

process. They were particularly upset that the coalition leaders had neglected to ask them for their opinions before a decision was made, and that they were not informed of the results of the discussion held in October. After several apologies and explanations the teachers' groups were quieted and reluctantly accepted the chosen advocacy objective.

The campaign progressed nicely during the following months in which AAE released an outstanding report on the need for more secondary schools, held several well-attended press conferences and met with key officials in the government. The coalition management also paid special attention to the needs of the teachers' associations which improved relations.

In February, as the funding increase gained substantial government support, the coalition learned that the government's plan was to raise a portion of the funds for the increase by decreasing teachers' pensions. Knowing that the teachers' associations would not accept this trade-off, the director of AAE held a private meeting with the associations to see whether some alternate source of funding could be found. They explored options such as drawing from military or higher education budgets and agreed that these ideas should be conveyed to key government staff on the committee working on the education funding increase.

When the AAE director met with the committee staff to propose paying for the increase with funds from other budgets, he learned that AAE's proposal came too late; the committee had already decided to present the original proposal to parliament.

The powerful teachers' associations then began a massive campaign to defeat the funding increase for secondary schools. The education and children's groups steadfastly supported the increase despite the cut in teachers' pensions, arguing that only 10 percent of the increase was coming from pensions and that government was going to cut pensions anyway. AAE itself could no longer play an advocacy role because its membership was now split on the issue.

In March, the increase for secondary school development was defeated in parliament by a narrow margin.

The coalition survived this episode, but relations between the teachers' associations, other coalition members, and AAE are strained, at best. In addition, the credibility of AAE is diminished as officials in the government are uncertain whether AAE speaks clearly for its membership.

Sharing experiences with the group

What went wrong? How could AAE have avoided these problems?

What could coalition leaders do to fix the situation now?

Exercises

Allies and Opponents: This exercise will help you identify possible allies and opponents. Your allies could be included in your network or in a coalition should you decide to create one. Answer the following questions:

Allies

Who will gain if your objective is achieved? What will be gained?

Who will benefit from your efforts?

Who supports the issue/objective already?

Will somebody benefit financially if the objective is achieved? Who?

Which agencies, ministries or departments in government institutions will gain if the objective is reached?

Could any religious groups support the objective?

Would any government officials gain politically or financially from the objective?

Do any officials philosophically support the issue/objective?

Who could be your ally from the private/business sector? NGO sector? Entertainment sector?

Opponents

Are any organizations or individuals opposed to your objective? Who? Why?

Which groups will lose if your objective is achieved?

Will anybody lose financially if the objective is achieved? Who?

Why might religious groups oppose the objective?

Which government agencies, ministries or departments will lose if the objective is reached?

Would any government officials lose politically or financially if the objective is reached?

Do any officials philosophically oppose the issue/objective?

Who might be your opposition from the private/business sector? NGO sector? Entertainment sector?

Creative Coalition Building
This exercise works backwards to help you identify key groups which, when they join your effort, can almost guarantee its success.

First, imagine that you have just succeeded in reaching your advocacy objective with the help of a large, diverse and powerful coalition. In a newspaper interview, the journalist asks you: "Your coalition was so successful in bringing together powerful interests from the business, NGO, development and social sectors. Who were the key members of your coalition and how did you get them involved?"

Your answer: "I knew our success would be guaranteed if we had these groups involved. Our key coalition members are....."

"We got them involved by building a bridge between their interests and our goals. For example....."

Meeting Agenda
Create an agenda for your first coalition meeting:

(Name of Coalition)

(DATE)

(Meeting time: From — To)

I.

II.

III.

IV.

V.

VI.

8 Making Effective Presentations

Meeting with decision makers or other important audiences is where preparation meets opportunity. Often, these opportunities are brief and you may have only one chance to make your case, so making a presentation that will persuade and inspire your audience requires solid preparation.

8

Objectives

In this module, we will:

A. examine **the importance of relationships**;

B. explore **persuasive presentation techniques**.

A. The Importance of Relationships

"It's not what you know, it's who you know."

A large part of effective advocacy depends on the relationships advocates develop with decision makers, influentials and other key audiences. The stronger the ties of trust, mutual support, and credibility between advocate and audience, the more effective that advocate will be.

How do you build good relationships with key individuals? Although no set formulas for human relationships exist, you can examine the following list for some hints on developing good ties with decision makers.

- Offer to help with causes or issues about which they care (and which do not conflict with your interests);
- find out how you can help them accomplish their job;
- be a trustworthy, credible and reliable source of information;
- be sociable. Develop personal friendships if you are able;
- keep in regular contact and be patient. It takes time to create lasting relationships.

B. Persuasive Presentation Techniques

☑ Establish "Points of Entry"

First, think creatively about how you can get a meeting with the audience you need to reach. Is there something you have in common which would help you connect? For example, a friend of yours attends the same church as the decision maker. Maybe your friend could arrange for you to make a presentation at the church.

☑ Schedule a meeting

Getting a meeting with a decision maker or key audience is in itself the first successful step in reaching your advocacy goal.

☑ Send a letter of invitation

The most common way to set up a meeting is to send a letter explaining what your advocacy goal is and why you would like a meeting. (A sample letter to a decision maker is located in Module 5). After sending the letter, follow-up with a phone call. Often you will not get a meeting with the official but with a staff person. Always meet with the staff, and treat them in the same way you would treat the decision maker.

☑ Invite them to visit your project

Another way to meet with and persuade people is to invite them to view your facility or project. This way you can show them what is working and why they should support it. If the decision maker cannot visit your project, try taking your project to them. Bring several project beneficiaries with you to your meeting, show a short video tape of your project or take a few photos with you.

☑ Make the invitation through an influential friend

If you have a friend or colleague who knows the decision maker or someone on his or her staff, have your friend send the letter or make the phone call. Decision makers will be more likely to meet with you and will likely give more credence and attention to your matter if the invitation comes from someone the decision maker already knows and trusts.

☑ Preparing for Meetings and Presentations

Step 1:

Know your audience

The first step is to find out as much as you can about the person or people with whom you will be meeting. Do they support your advocacy objective or not? What do they already know and believe about the issue? What issues do they care about? What are their expectations for the meeting, if any? *Most importantly, try to learn what kinds of arguments will persuade this audience.* (See Modules 4 and 5 for hints on audience research.)

Sharing experiences with the group

Choose one audience you would like to meet with and review your audience research for this person from Module 4. If you did not complete Module 4, answer the questions in Step 1 above.

Step 2:

Focus on your message

Plan what you would like to say at the meeting. Choose your main objective and keep it in mind as you develop a simple message for the meeting.

First, you present the issue that has led to the meeting, then make two or three points about why the issue is worth addressing. Next, you may present your suggestions and tell the audience what you would like them to do to help. In general, do not ask your audience to do more than one thing at a time, unless he or she seems very eager to help you. A presentation may turn into a dialogue or a negotiation—that is fine. You want to learn as much as you can about what your audience thinks. Be willing to negotiate, but be clear about how far you will or will not compromise.

When deciding which arguments to use to persuade the decision maker, refer to your audience research. For example, link your objective to an issue the decision maker cares about or discuss how your objective will help people in the decision maker's home town.

If you use charts or graphs, keep them ***very simple and clear.*** More is ***not*** better. Prepare a script of your presentation if it will help you.

Sharing experiences with the group

Outline your presentation to an audience of your choice. Answer the following questions.

What is your objective?

Why is it important to act on the issue? (Make only three persuasive points.)

What action would you like the audience to take?

Step 3:

Delivery:
Messenger, Timing, Format

Often the messenger is as important as the message. Who can persuasively and effectively deliver your message in a meeting? If a friend invited the decision maker, that person is likely a good messenger as well. Perhaps the beneficiary of a program could personalize the issue and get the decision maker's attention. Always choose a messenger whom the decision maker will find credible and reliable.

Next, consider when would be the ideal time to deliver the message and what format would work best with the audience. See Module 5 for hints on message content and format.

Sharing experiences with the group

Who should deliver your message?

When?

Using which format?

Step 4:

Practice!

Rehearsing the presentation with friends and colleagues can help you get ready for your meeting. Have your colleagues play the role of the decision maker and ask questions. This will help you to polish your presentation and become comfortable with it.

Sharing experiences with the group

In small groups or in pairs, practice giving the presentation and taking questions; then switch roles. Answer the following questions:

Which arguments were persuasive?

Which were not?

What could be improved?

Hints on Conducting a Meeting

- Open the meeting by praising the decision maker for past support on your issue (if indeed he/she really has been supportive).
- If more than one person in your group attends the meeting, decide who will make which points. Have the highest ranking member of your group present first and run the meeting.
- Make your most important points first; you might get interrupted or not have as much time as you think.
- Give the decision maker time to talk. Do not dominate the discussion. It is important to find out the decision maker's thoughts about your issue and what he/she is willing to do.
- If the meeting gets off track, politely interrupt and bring the discussion back to your issue.
- If you know your audience will be hostile to your position, open the meeting by pointing out areas of common ground and mutual interest. Then proceed with your presentation.
- Approach the meeting with a clear idea of what the decision maker can do to help your effort, but be flexible. Perhaps the decision maker will suggest some other supportive action he or she would be more comfortable taking.
- If a question comes up that you can't answer, say that you will get back to the person with the information later. **Always** follow-up on a promise to do so.
- At the end of the meeting, restate what you understand the decision maker said he/she will do. For example, "Thank you very much for meeting with us and we're very glad that you'll be able to...."
- Follow-up with a thank-you letter to the decision maker, restating his/her position and what you understand he/she will do.

Exercise

Choose a second audience that you would like to meet with and design a meeting/ presentation using the four steps outlined in this Module. Practice giving the presentation in pairs or small groups.

9 Fundraising for Advocacy

You have set your goals and developed your strategy. Only one element remains—the resources to put your plan into motion. In many ways, fundraising parallels the advocacy process itself; you must set realistic goals, target audiences, develop persuasive messages to reach those audiences, build alliances and trusting relationships, and leverage decision-making at donor institutions. Using the skills you developed in the previous eight modules, fundraising should come to you naturally.

Too often, fundraising is seen as the poor stepchild of advocacy—the last item on the agenda or last task of the day. But without resources your effort cannot survive. Therefore, seeking resources must be integrated into your strategy from the beginning. If you are working in a group, choose someone who is experienced and capable in fundraising to secure the resources.

In addition, you should work to expand and diversify your funding base. Do not become too dependent on foundation, international donor or government support. Dependency on one or a few sources can confuse your agenda, lead to conflicts of interest, and leave you without funding when donor priorities shift.

Always remember the golden rule of fundraising:

RAISE MORE MONEY THAN YOU SPEND.

"Unexpected" expenses should always be expected. You will also want your effort or organization to grow, so plan for that growth. Lastly, do not forget that you must spend money to raise money.

9

Objectives

In this module, we will:

A. examine the **fundraising process**;

B. develop a **budget, fundraising goals** and a **strategy** for your advocacy effort.

A. The Fundraising Process

☑ Fundraising Methods

There are an infinite number of ways to obtain resources for your work, so try different things. Whatever works, keep doing it. Be creative and have fun! Below are a some suggestions to help you begin:

- Request membership dues from individuals or organizations
- Solicit in-kind contributions
- Hold fundraising events such as dinners, concerts, film festivals, picnics, etc.
- Cultivate large individual contributions
- Look for corporate donations
- Sell merchandise such as crafts, artwork, promotional items, etc.
- Seek grants from foundations and international donor agencies
- Win national or local government grants and contracts
- Promote holiday giving (e.g., Christmas donations)
- Auction donated goods and services
- Raffle donated prizes
- Sell advertising space in newsletters or other publications

Sharing experiences with the group

What other fundraising ideas do you have? Describe them.

Which of these fundraising techniques might you use to raise resources for your advocacy?

☑ Donations

Donations can be varied and creative. Individuals or organizations can give:

- Money
- Labor
- In-kind donations (equipment, office space, supplies, etc.)
- Expertise (technical and program assistance)
- Administrative support
- Space for meetings and events

☑ Legal Issues

The laws which govern the giving and receiving of donations vary from country to country. Therefore, before you begin soliciting contributions, do some preliminary research. Some countries have NGO sector agencies or umbrella associations that can help you learn more about the laws that govern fundraising for advocacy.

The questions you need to answer before you begin include:

- What laws govern the giving and receiving of donations in your country?
- Are there restrictions related to the use of donations for advocacy or political action? (E.g., no private foundation money can be used to influence national legislation.)
- Are the amounts that individuals or organizations can contribute for advocacy limited?
- What are the requirements for reporting donated income? Are there specific rules for accounting? Are donations taxed?

☑ Potential Funders

As a fundraiser, you must research any funders who might be willing to contribute to your effort. Funders come from many different places ranging from:

- Individuals
- Private sector companies (including multinationals)
- Philanthropic/donor agencies and foundations
- Government-sponsored initiatives

Remember to explore all potential funders carefully. Sometimes companies wish to support initiatives in the communities in which they work, however, often funders have an agenda or certain conditions attached to their donations. Make sure that these agendas do not compromise your advocacy objectives. If their conditions might conflict with your goals, you may not wish to take their money or contribution because it will likely harm or weaken your advocacy effort.

☑ Funders as your Audience

Just like other audiences, certain kinds of information, language, and presentation style will elicit a positive response from funding sources. Research each of your funders individually to learn about their particular interests and preferences. Listed below are some hints on what funders generally like to see:

- A well-run and efficiently managed organization or effort.
- Financial stability. Funders may want to see budget information from past years as well as future projections.
- Examples of successful programs.
- A good strategy and a reasonable chance of reaching your goals.
- What it is that distinguishes your work from other organizations in the same field.
- Reasons why your work is important and necessary.
- What any previous contribution they made has accomplished.
- Information on your own and your group members' track records and successes at other organizations. If your effort is new, you must show a solid strategy for meeting realistic goals.

General Fundraising Suggestions

- Find out what kinds of organizations the donor has funded in the past, how much they typically give, and what their current interests are. An annual report will contain much of this information.
- Be careful not to accept donations, grants or contracts for activities that do not match your objectives. You do not want to allow the donor to control your agenda or strategy.
- Remember that all funders, especially foundations, have their own programmatic and ideological agendas; approach organizations and foundations whose ideas match yours.
- Avoid dependency on a few sources; work to diversify your funding base.
- Appoint a qualified person involved in your effort to chair your fundraising efforts. This ensures that someone is paying attention to fundraising (in addition to you) and is accountable to the group.
- Just as in advocacy, relationships are key. Invest time and energy in getting to know individuals at funding agencies.
- Because many foundations give start-up or special project support, rather than ongoing general support, you may want to present proposals for specific projects rather than for general overhead.
- Ask your members for contributions. Membership fundraising reduces your dependence on large donors and can give members a sense of purpose and renewed enthusiasm when they see that their contributions are making a difference.
- When organizing fundraising events, such as a a dinner, charge participants more than the actual cost of the dinner. The difference between the ticket price and the actual cost of the dinner becomes your profit. When planning these types of fundraising events, be sure to keep the costs of the event low; don't be extravagant! Keep the ticket costs reasonable so people will attend and then set the cost at 20-50% less per person than the ticket price. (For example, if you think people would be willing to pay $25 per person for dinner, set the budget for the dinner at $12.50 per person).

B. Budgets and Goals for Fundraising

Step 1:

Develop a Budget

Your first task as a manager and fundraiser is to develop a realistic budget based on your strategy. Review the advocacy strategies you developed in the previous modules for developing and delivering messages, influencing the decision-making process and building alliances. How much money or other resources will you need to carry out each of your planned activities? In addition, calculate how much you will need to cover the general operations of an advocacy effort. If you are expecting to receive in-kind donations, these should be included in your budget with a monetary value. **(Don't forget to budget for fundraising!)**

☑ **A budget should include:**

- Overhead (office space, equipment, supplies, paper, telephones, fax, postage, etc.)
- Contingency fund (for "unexpected" expenses). These can be included in your overhead as "other" and usually represent a percentage of your budget
- Salaries and benefits for staff, if applicable
- Programs and events (conferences, briefings, lunches, etc.)
- Printing and distribution of specific documents (brochures, reports, press kits, etc.)
- Fundraising (events, promotional items, documents, etc.)
- Other specific items

Step 2:

Divide the budget into fundraising goals

Define who you will approach for funding, for what amount, and for what purpose. For example, are there organizations that would be willing to donate office space or supplies? Perhaps a foundation would be interested in sponsoring a conference or the publication of a report.

Remember the golden rule of fundraising (raise more money than you spend!) and set your fundraising goals higher than your budget.

Sample Budget

Salt Fortification Campaign
Fiscal Year 1998 Proposed Budget

Overhead	
Office space	4,000
Equipment rental	1,000
Supplies	1,000
Phone, fax, modem	1,000
Postage	750
Other (contingency 10%)	775
Subtotal	8,525
Salaries and Benefits	
1 assistant, part-time	5,000
Subtotal	5,000
Programs and Events	
1 coalition kick-off meeting	500
Participation in 3 conferences	600
2 briefings for ministry officials	200
2 press conferences	500
Subtotal	1,800
Document Printing and Distribution	
Report on child health	800
Fact sheets	400
Briefing materials	500
Brochure (describes the benefits of salt fortification)	150
Subtotal	1,850
Fundraising	
Child health fundraising banquet/auction	1,250
Donor thank-you gifts	250
Funders briefing materials	500
Subtotal	2,000
TOTAL BUDGET	**19,175**

Sample Fundraising Goals

Salt Fortification Campaign
FY98 Fundraising Goals

In-kind contributions from Child Health International, Alliance for Children and/or Fund for Children's Future for overhead expenses including office space, not including contingency.	7,750
Grant from International Ford Foundation for start-up. Grant from Children's Foundation for programs and events. Will approach other foundations for support as well.	8,000
Membership dues from coalition members.	1,500
Fundraising banquet and auction in June.	3,000
Donation from salt production companies.	2,000
TOTAL	**22,250**

Step 3:

Develop a strategy to meet each goal

Now that you have set some goals, you need a strategy to meet them. Start by investigating each funder's agenda, perspectives on your issue, funding priorities, and decision-making process. An annual report from the funding organization can provide most of this information. Talk informally with others in your community to gather useful information. You should also consider :

- What is the best way to contact the funder (telephone, letter, meeting)?
- What format should proposals to the funder take?
- Which elements of your work will appeal to the funder? Which parts of your work fit with the funder's priorities?
- Does anyone you know have personal contacts with the funder? Could they make the telephone call or meet the funder?
- When is the best time of the year to approach funders? Is there a seasonal or yearly cycle for funding? (Foundations have distinct funding cycles and deadlines; individuals are generally more generous around holidays; organizations often feel more generous at the start of their fiscal year.)

Refer to Modules 5, 6, and 7 on messages, the decision-making process and effective presentations to help plan your fundraising strategy. Consider the following sample fundraising strategy.

Sample Fundraising Strategy

Salt Fortification Campaign Fundraising Strategy

Funder	Strategy	Who will complete the task?	When will it be completed?
Child health organizations	Since they are coalition members already, have an informal meeting with each separately to see what they can donate.	Executive Director	January 15
Foundations interested in child health issues	Send a short letter of introduction with a one-page proposal. If they express interest, meet with them and follow-up with a full proposal.	Fundraising chairperson and committee	Initial contact: Jan 15 Follow-up: March 1
Membership Dues	Send letter reminding coalition members of annual dues. Follow-up with phone calls.	Executive Dir. and assistant	Letter out: Jan 1 Calls: January 15
Banquet and auction	Solicit donations of goods and services for July auction from coalition members and a broader network. Send out invitations. Advertise event. Arrange logistics (food, space, etc).	Fundraising chairperson and committee	Donations: By May Invitation out: April Logistics: By April Advertise: Mar.-June
Donation from salt production companies	When meeting with salt producers to gain their support for the advocacy effort, ask them for donations (if they are supportive). Follow-up with letter and calls if necessary.	Executive Director	Meeting: By January Follow-up: By February

Step 4:

Follow-Up

- Be persistent!
- Find out more about the funder's decision-making process and what you can do to influence it. (Use Module 6 on decision-making).
- Invite the funder to come to see your group in action.
- If the funder rejects your proposal, find out why and see whether they would accept your proposal with some changes.
- Continue developing and investing in relationships with funders.
- Keep funders informed and up to date on your actions and progress. Tell them exactly how their money has helped your effort succeed.

Exercises

Review the sample budget on the next page. Imagine that this campaign is in support of your advocacy objective and that you are the Executive Director. First, divide the budget into fundraising goals and then plan a strategy for how you would raise the money in your country starting now. Blank goal and strategy forms are also provided.

Develop a preliminary budget for your effort based on the strategies you outlined in the previous modules.

Your Advocacy Campaign

Proposed Budget		
Overhead		
Office space	1,000	
Equipment rental	500	
Supplies	200	
Telephone, Fax, Modem	300	
Postage	100	
Other (contingency 10%)	210	
Subtotal		2,310
Salaries and Benefits		
All volunteers	N/A	
Programs and Events		
1 coalition kick-off meeting	500	
2 briefings for ministry officials	400	
Subtotal		900
Document Printing and Distribution		
Report	800	
Fact sheets	200	
Subtotal		1,000
Fundraising		
Sales of merchandise	100	
Other fundraising	500	
Subtotal		600
TOTAL BUDGET		**4,810**

Fundraising goals	
Possible Funder	**Goal Amount**
Total	

9

Your Advocacy Campaign
Fundraising Strategy

Funder	Strategy	Who will complete the task?	When will it be completed?

10 Improving your Advocacy

Nothing succeeds like success. Constant evaluation and adaptation of your advocacy effort is the best way to ensure success. The idea behind self-assessment is not to attach a numerical score to your effort, but to get useful feedback and alter your strategies and/or goals if necessary. Adaptability, creativity and persistence are characteristics of seasoned and successful advocates; if one strategy does not work, they try another, and another, until they reach their goal.

To revisit the big picture of your advocacy campaign, it might be useful to evaluate your advocacy effort each year or at the end of your prescribed decision-making cycle (e.g., end of parliamentary session or fiscal year). In addition, you might wish to have the entire advocacy effort evaluated by an outsider who is not so closely involved with your effort. An outsider would assess the work you and your organization are doing as well as examine the coalitions which are involved, the messages that have been created, the audiences that have been reached, the policy efforts that you have undertaken, and changes in the decision-making process that have occurred as a result of your advocacy.

Remember, change happens slowly and achieving any policy change through advocacy will most likely be a gradual process that will take time, energy, persistance and tenacity. In fact, the process is never really finished. Once you achieve your first advocacy goal, another one is waiting around the corner.

The self-assessment questionnaire is divided into six areas: advocacy objective, message delivery/communications, use of data and research, coalition building, impact on the decision-making process, and overall management/organizational issues. Use this questionnaire every 6-12 months to chart your progress and improve your activities.

10

Objectives

In this module, we will:

A. learn how to **maintain motivation**;

B. review the **Advocacy Assessment Questionnaire,** a self-evaluation to assess your advocacy effort after 6-12 months.

A. Maintaining Motivation

☑ Celebrate Small (and Large) Victories!

Celebrating small victories will keep you, your staff, and partners energized and motivated to move forward. Publicizing your victories, however modest, will also build support for your efforts as people begin to recognize you and your advocacy campaign as a positive and effective agent of change.

There are many, many ways to celebrate:

- Have a party
- Take a day off
- Buy lunch for the group
- Announce your advocacy success

Whatever you do to celebrate, it is very important to take the time out to congratulate yourself for a job well done. Advocacy is a long process and seeing real results can take time, so celebrating each step forward will keep you moving in the right direction.

Sharing Experiences with the Group

? *Describe some other strategies to keep people motivated*

B. Advocacy Assessment Questionnaire

1. Advocacy Objective

☑ Is your advocacy objective moving smoothly through the process or have you encountered some obstacles? What are the obstacles and how can they be overcome?

☑ What else can you do to move your objective forward? Would building new alliances or increasing your media outreach help move your objective through the decision-making process?

☑ If your objective does not seem achievable, should you alter it? What would be achievable? Could you achieve part of your objective by negotiating or compromising?

1. Advocacy Objective (Continued)

☑ How much does the policy/program change reflect your objective? Did you win your objective entirely, partly, or not at all?

☑ Can you/should you try to achieve the rest of your objective during the next decision-making cycle? Or should you move on to an entirely new advocacy objective? What are the pros and cons for each decision?

☑ Did the policy/program change make a difference to the problem you were addressing? If you achieved your objective in whole or in part, has it had the impact you intended?

2. Message Delivery/Communications

☑ Did your message(s) reach the key audiences? If not, how can you better reach these audiences?

☑ Did your audiences respond positively to your message(s)? Which messages worked? Why? Which did not work and why? How can you alter the messages which were not effective?

☑ Which formats for delivery worked well? Which were not effective and why? How can these formats be changed or improved?

☑ Did you receive any media/press coverage? Was it helpful to your effort? How could your media relations be improved?

3. Use of Research and Data

☑ How did using data and research enhance your effort?

☑ Were data presented clearly and persuasively? How could your presentation be improved?

☑ Did your advocacy effort raise new research questions? Are more data needed to support your advocacy objective? If so, are the data available elsewhere or do you need to conduct the research?

4. Decision-Making Process

☑ How is the decision-making process more open because of your efforts?

☑ Will it be easier to reach and persuade the decision makers next time? Why or why not?

☑ How many more people/organizations are involved in the decision-making process than before you began? How has this helped or hindered your efforts?

☑ How could you improve the way you move the decision-making process forward?

5. Coalition Building

☑ How was your coalition successful in gaining attention to the issue and building support for the advocacy objective?

☑ Was information distributed to coalition members in a timely fashion? How could information dissemination be improved?

☑ Are there any unresolved conflicts in the coalition? How can these be addressed and resolved?

5. Coalition Building (continued)

☑ Is there a high level of cooperation and information exchange among coalition members? How could internal coalition relations be enhanced?

☑ Did the coalition gain or lose any members? How can you enlist new members and/or prevent members from leaving?

☑ Does the coalition provide opportunities for leadership development among members?

☑ How was your network helpful to your advocacy? How can you expand your network?

6. Overall Management/Organizational Issues

- ☑ Is your advocacy effort financially viable? How could you raise additional resources?

- ☑ Is the accounting system adequate? Can you provide to funders an accurate accounting of how money was spent?

- ☑ How could your financial resources have been used more efficiently?

- ☑ Were all events produced successfully and meetings run smoothly? Which were not and why not? How could logistics be improved?

- ☑ Are you or your organization overwhelmed or discouraged? How could you get more assistance? Should you narrow your goal or extend your time frame to make your effort more manageable?

Glossary

Advocacy An action directed at changing the policies, positions or programs of any type of institution.

Alternative process A decision-making process to change policies that exists wholly outside the official procedures stated by law or documented organizational policy.

Auction A fundraising technique in which objects or services are donated to be sold and people bid against each other for a particular sale item. The person who bids the highest amount purchases that item. The money raised, less expenses for the event, is the sponsoring group's profit.

Audience A person or people to whom information is conveyed or messages are directed.

Briefing A short and clear summary of a situation or an event. A briefing can be a meeting or a set of written materials.

Coalition A group of organizations working together in a coordinated fashion toward a common goal.

Conceptual framework A descriptive structure that presents an idea or concept as a process.

Consensus Agreement among a diverse group of individuals or organizations.

Contingency A percentage of a budget that is unassigned and can be used for unexpected expenses or increases in costs that were not considered in the original budget.

Glossary

Criteria Questions or standards used to measure progress toward a goal or compare different objectives.

Decision maker A person who has the authority to create or change communal, organizational, or governmental policies, programs or laws.

Formal process The official decision-making procedure that must be followed to change a policy, as set out by law or documented organizational policy.

Goal The subject of your advocacy effort. What you hope to achieve over the next 10-20 years.

In-kind contribution A donation of time, expertise, space or goods. These might include office space or lunch for a meeting, office supplies, technical assistance, or occasional secretarial support.

Influentials People who have the opportunity to give their input, ideas and opinions to a decision maker, because they have a relationship with that decision maker.

Informal Process Activities and procedures to influence the decision-making process that occur simultaneously with the formal process, but are not required by law or organizational policy.

Issue A subject of interest for advocates or decision makers.

Jargon The specialized language of a particular profession, trade or industry.

Leverage To use personal or institutional influence or position to gain support and/or financial backing of other people and/or institutions in a mutualendeavor.

Glossary

Media An organized system to deliver information to people such as television, radio, newspapers, magazines, newsletters, etc.

Message A statement that aims to inform, persuade or motivate an audience.

Network Individuals or organizations willing to assist one another or collaborate around a common topic or goal.

News release A short description of an event, project or research study that is given to the media for broadcast or publication.

N G O Nongovernmental organization

Objective A defined, incremental step toward a goal. An advocacy objective aims to change the policies, programs or positions of governments, institutions or organizations relative to that goal or toward achieving that goal.

Open meeting A meeting that any individual or organization can attend.

Overhead The fixed operating expenses of an organization that are added to a budget to enable that organization to do business. Overhead costs may include rent, utilities, equipment, supplies, communication.

Policy A plan, course of action, or set of regulations adopted by a government, business, or and institution, designed to influence and determine decisions or procedures.

Policy action The steps taken to address a problem by changing or reinforcing a policy.

Policy mapping A tool used to identify and learn about key audiences.

Glossary

Point of entry The way to gain access to the audience you wish to reach. It might be a specific time, a particular place, or a person that can help you get the attention of your audience.

Press conference A meeting with the media to discuss a position, decision or action and to answer questions from journalists about that position, decision, or action.

Primary audience The decision makers with the authority to affect directly the change necessary for your objective to succeed.

Qualitative research Research methodology that collects experiences and opinions from a subset of people to draw conclusions about the larger population. Qualitative research techniques include observation, in-depth interviews and focus groups (organized, facilitated discussion on a research topic with groups of people with similar backgrounds, age, gender, geographic location, etc.).

Quantitative research Research methodology that takes or collects measurements and statistics from a small population to draw conclusions about the larger population. Surveys and polls like questionnaires are quantitative research techniques.

Secondary audience Individuals and groups that can influence the decision makers (or primary audience). The opinions and actions of these "influentials" are important in achieving the advocacy objective *in so far as* they affect the opinions and actions of the decision makers.

Self-assessment Reviewing the status or process of your own particular project or event, such as an advocacy effort, without outside assistance.

Glossary

Sit-in A form of protest in which people gather at a particular place (such as an office, court of law, etc.) and refuse to leave until their demands are heard and/or met.

Social marketing The systematic communication of ideas and information to people with the aim of altering individual human behavior for a social good.

Sound-bite A short, concise summary statement that journalists can use to characterize an issue or an event when they do not have enough time or space to use a longer description.

Stakeholders Individuals or groups that have a shared interest in or concern about the outcome of an issue.

Target A specific goal or group that should be reached. A target audience is a particular set of people with similar characteristics that should be reached. A target message presents information in a special manner to get the attention of a specific group of people.

UNICEF The United Nations Children's Fund.

USAID United Stated Agency for International Development.

World Bank The International Bank for Reconstruction and Development, frequently called the "World Bank" is a United Nations agency. The Bank promotes sustainable growth and investments in people to reduce poverty and improve living standards by providing loans, technical assistance and policy guidance to help its developing-country members.

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Case Studies Needed

The SARA Project is looking for good case studies from different sectors to use in its advocacy work. If you have or know of an advocacy experience that would make a good case study and would like to share it with us, please fill out the information below, describe the advocacy effort and return this form to the SARA Project.

Your name:

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Describe the advocacy experience in the space provided below. Use extra pages if necessary.